

Spring 1-15-2010

ENG 1001G-002: Composition and Language

Brown

Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2010



Part of the [English Language and Literature Commons](#)

Recommended Citation

Brown, "ENG 1001G-002: Composition and Language" (2010). *Spring 2010*. 5.
http://thekeep.eiu.edu/english_syllabi_spring2010/5

This Article is brought to you for free and open access by the 2010 at The Keep. It has been accepted for inclusion in Spring 2010 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Course Guidelines English 1001G

Instructor: Mr. Brown
Phone: 581-7011
Office Hrs: TBA

Office: McAfee 1125
Email: jlbrown8@eiu.edu

Required Texts:

The Little Brown Handbook (LBH) 11th Edition

The Contemporary Reader (TCR) by Gary Goshgarian

The Allyn & Bacon Guide to Writing (A&B) by Ramage, Bean, and Johnson

Course Description:

This course is designed to help motivated students to become more discerning and critical readers and thinkers, more informed citizens, and more articulate and effective speakers and writers. The course requires reading and writing expository and argumentative prose and carrying out responsible research. Designated "writing-centered," the course focuses on written expression as a major learning activity and the primary basis of evaluation. (For information on criteria, refer to "Guidelines for Evaluating Writing Assignments in EIU's English Department.")

Course Goals:

After taking this course students should be able to

- generate effective compositions using various methods for critical thought, the development of ideas, the arrangement of those ideas to achieve a specific rhetorical goal, the application of an appropriate style, and revision and editing;
- demonstrate understanding of the ways that language and communication shape experience, construct meaning, and foster community;
- analyze and describe rhetorical contexts and use such descriptions to increase the efficacy of communicative acts;
- analyze and use the forms and conventions of academic writing, particularly the forms and conventions of analytical writing;
- produce texts that demonstrate an understanding of how purpose, process, subject matter, form, style, tone, and diction are shaped by particular audiences and by specific communicative constraints and opportunities;
- understand the importance of research to writing, explain the kind of research required by different kinds of writing, and compose effective texts by judiciously using field research, library resources, and sources retrieved from electronic media;
- employ critical reading and listening as forms of invention;
- efficiently compose reading and lecture notes that are concise and clear;
- synthesize different and divergent information, using the integration of information from multiple sources to engage in critical discourse;
- use Edited American English appropriately.

Attendance Policy:

Regular attendance, punctuality, preparation, and participation are expected of all students. The only acceptable reasons for missing class are: 1) illness; 2) death in the family; 3) religious holiday; 4) officially organized, documented university event. In order to deal with unforeseen emergencies, you are allowed to miss up to four class meetings without excuse for Tuesday/Thursday schedule and up to six class meetings for M/W/F schedule. Any additional absences will, however, be penalized at a rate of one letter grade per class meeting; any student who is absent for more than three classes beyond the allowed absences will earn a NC for the course. Do not ask if class will be dismissed early. The answer is no.

Academic Honesty

All written work (papers, exams, tests, quizzes) must be original and independent. Do not resort to prefabricated papers and research materials found on the net. Please make sure that you understand the meaning of plagiarism and the policy of the English Department: Any teacher who discovers an act of plagiarism--"the appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of the grade of F for the course, as well as to report the incident to the university's Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Late Work and Assignments

I accept late assignments ONLY in the case of excused absences (work for other absences may be submitted in advance if pre-approved). While I don't accept late work, I will grant extensions under certain circumstances. You must speak with me in advance of the due date to receive an extension – that means, don't come to class on the due date and expect to be given more time. Extensions are handled on a case-by-case basis, so I urge you to speak with me a.s.a.p. if you realize you may not have an assignment finished on time. Otherwise, late assignments receive no credit. This includes instances of computer, CD, jump drive, and/or printer problems. Make a back-up copy of all coursework and leave yourself plenty of time before class to print assignments.

Assignments are to have been completed by class time on the date for which they appear on the syllabus. The book(s) in which the day's assignments are contained should be brought to class. Students are responsible for all material covered in class and all announcements or assignments made in class as well as for all assignments on the syllabus. Work turned in late with clearance will be penalized, usually at the rate of 10% per day, including weekends. Any lateness may delay the grading and return of the paper. Keep a hard and electronic copy of every paper you hand in and never throw away any work from class.

Exams and Quizzes: There will be no opportunities to make up a missed exam or quiz other than in cases of documented excused absences; (signing in at Health Service does not constitute documentation of a medical emergency). Unannounced quizzes on assigned material may be given at any time.

Papers must be typed (double-spaced) and printed in black on 8.5 x 11 paper. Margins should be one inch on all sides. Each paper must include student's name, the title of the paper, and course number. Papers must be stapled with the pages in the correct order. Page numbers must be used on all papers. Only papers that are neat and in correct form can be accepted.

Documentation: Use the current MLA system to cite both primary and secondary sources used in your papers. The system is fully explained and illustrated in *The Little Brown Handbook* and other current handbooks. Inform yourself about documentation conventions for electronic media information and materials. All such materials must be documented and citation forms are illustrated in recent handbooks; go to the Writing Center for assistance. Electronic-media materials must be evaluated for quality at least as scrupulously as print materials. Please remember that you must absorb and process all materials: downloading is not research.

General Course Policies

Turn off cell phones, iPods, and any other electronic devices before class begins. I reserve the right to ask you to leave for the day if your cell phone disrupts class. Anyone found text messaging or tweeting during class will be asked to leave and counted absent. You will not need a laptop for class and are not allowed to open one in class. Do not check email while in a computer class. If you are caught you will be asked to leave and you will receive an absence.

Take advantage of my open door policy. If you're having difficulty with any aspect of the course, please come see me as soon as the problem arises. In addition to my office hours, I'm happy to make appointments with you at other times if needed. Don't suffer in silence; talk to me, and we'll see if we can work out a solution.

Required Conferences:

At a few strategic points in the semester, I will cancel class in order to hold conferences with you and your classmates on particular writing projects. You are required to attend your chosen conference time; the course attendance policy applies to conference days.

Students with Documented Disabilities

If you have a documented disability and wish to receive academic accommodation, please note that arrangements must be made through the Office of Disability Services; you should, therefore, contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Coursework: You are expected to complete the following coursework.

<u>Assignment</u>	<u>% of Course Grade</u>
Grammar Test	10
Advertisement Analysis Paper	20
Literacy Narrative Paper	20
Writer's Notebook & Quizzes (Hand in twice)	10/10
Final Research Paper (Researched Academic Argument)	20
Reflective Essay	10

Course Outline

- I. Diagnostic Essay
- II. Introductions
 - A. Syllabus
 - B. Course Guidelines
- III. Notebook Assignments (throughout)
- IV. Grammar Quiz
- V. Writing Process
 - A. Conception & Prewriting
 - B. Rewriting & Editing
- VI. Breaking Down Essays (throughout)
 - A. Parts of Essays.
 - B. Types of Essays.
- VII. First Essay
- VIII. Second Essay
- IX. Research Paper
- X. Reflective Essay

DAILY SCHEDULE
English 1001

Instructor: Mr. Brown
Phone: 581-7011
Office Hrs: TBA

Office: McAfee 1125
Email: jlbrown8@eiu.edu

The following is subject to deletion and expansion based on our progress.

Week One

MON/ Jan. 11

Lesson: Diagnostic Essay. Log on to WebCT.

WED/ Jan. 13

Lesson: Class Introductions and Expectations.

Have Read: 1) Printed out Course Guidelines and Syllabus.

Have Written: 1) Writer's Notebook Exercise #1.

FRI/ Jan. 15

Lesson: Grammatical Sentences & Clear Sentences.

Have Read: 1) LBH Part 3 & 4. 2) Guidelines for the Advertisement Analysis Paper.

Have Written: 1) Writer's Notebook Exercise #2: Write two to three paragraphs in which you discuss any or all grammatical problems that you have in your writing.

Week Two

MON/ Jan. 18

Lesson: **Grammar Quiz**

Select a one-page magazine advertisement for your first paper (must be approved by me).

WED/ Jan. 20

Lesson: 15 Basic Appeals & Audience

Have Read: 1) LBH pages 216-229. 4) WebCT Essay: "Advertising's Fifteen Basic Appeals" by Jib Fowles.

Have Written: 1) Complete Magazine Analysis worksheet (WebCT). 2) WN# Write highly detailed one-page description of your advertisement.

FRI/ Jan. 22

Lesson: Audience

Have Read: 1) A&B Chapter 3.

Have Written: 1) WN# Find as many of "Advertising's 15 Basic Appeals" and tell me how the ad is using the appeals. 2) Complete Magazine Analysis worksheet (WebCT).

Week Three

MON/ Jan. 25

Lesson: Layout & Color.

Have Read: 1) TCR pages 88-89, 121. 2) WebCT Essay: "Elements of Effective Layout" by Dorothy Cohen. 3) TCR pages 145-154.

Have Written: 2) WN# write highly detailed description of the audience for your ad.

WED/ Jan. 27

Lesson: Copy & Models.

Have Read: 1) A&B Chapter 11. 2) TCR pages 135-145. 3) WebCT Essay: "Making the Pitch in Print Advertising" by Bovee, Thill, Dovel, and Wood.

Have Written: 1) WN#: Write highly detailed description including its layout. 2) WN# Write highly detailed description of the use of color in your ad.

FRI/ Jan. 29

Lesson: Advertisement Analyses.

Have Read: 1) TCR pages 35-41 & 111-117 & the ads between pages 130-131.

Have Written: 1) WN#: Write highly detailed description of the Copy in your ad. 2) WN# Write highly detailed description of Models in your ad.

Week Four

MON/ Feb. 1

Lesson: In Class Group Work

Have Read: 1) Essay (WebCT).

Have Written: 1) Work on your paper. 2) WN# Group Work.

WED/ Feb. 3

MIDTERM

Lesson: In Class Group Work

Have Read: 1) Essay (WebCT).

Have Written: 1) Work on your paper. 2) WN# Group Work Follow Up.

FRI/ Feb. 5

Lesson: Global Peer Review

Have Written: 1) Paper for Peer Review - 5% of the paper's grade.

Week Five

MON/ Feb. 8

Lesson: Local Peer Review

Have Written: 1) Paper for Peer Review - 5% of the paper's grade.

WED/ Feb. 10

Lesson: High/Low Exercise.

Have Read: 1) Guidelines Literacy Narrative Paper (WebCT). 2) High/Low Point Exercise (WebCT). 3) LBH pages 27. 4) A&B Chapter 2, paying particular attention to pgs. 29-32.

Have Written: 1) **Ad Analysis Paper Due** 2) WN #3 High/Low Point Exercise

FRI/ Feb. 12

Lincoln's Birthday Observed/No Classes

Week Six

MON/ Feb. 15

Lesson: Elements of an Essay & Brainstorming.

Have Read: 1) A&B Chapter 1. 3) Elements of an Essay (WebCT)

Have Written: 1) WN # Choose One High/Low Point Exercise and Extend.

WED/ Feb. 17

Lesson: Plot/Focus & Theme Perspectives due. Topic Pre-approval Deadline.

Have Read: 1) A&B Chapter 7, paying particular attention to pgs. 160-164. 2) TCR Essay page 511. 3) WebCT Essay: "Theme: What's your point".

Have Written: 1) WN# Extend the Focal Scene.

FRI/ Feb.19

Lesson: Narration, Plot, & Tension.

Have Read: 1) A&B Chapter 12. 2) TCR Essay page 69. 3) WebCT Essay: "Creating Structure" by Stephen Minot.

Have Written: 1) WN# Discuss your narration: flashbacks, flash-forwards, climax, and extension to the Focal Scene.

Week Seven

MON/ Feb. 22

Lesson: Characterization

Have Read: 1) A&B Chapter 17. 2) WebCT Essay: "Indian Education" by Sherman Alexie.

Have Written: 1) WN# Tell me how you are creating empathy for your well-developed characters and how you use dialogue, thoughts, feelings, anecdotes, summary, flashbacks, flash-forwards, parallelisms, differences to tell the story with Focus and Theme Perspective.

WED/ Feb. 24

Lesson: Style, Tone, Voice.

Have Read: 1) A&B Chapter 4 & 5. 2) LBH pages 502-510. 3) WebCT Essay: "Literary Concerns: Style, Tone, Suggestions" by Stephen Minot.

Have Written: 1) WN# Tell me how you use of Style, Tone, Word Choice to present information in an interesting manner and maintain the reader's interest. 2) Sign up for conferences.

FRI/ Feb. 26

Lesson: Writer as Observer & Junk Words & Editing.

Have Read: 1) A&B Chapter 6 & 19. 2) LBH pages 511-530.

Have Written: 1) Bring in a hardcopy of Focal Scene with revised detail description. 2) Sign up for conferences.

Week Eight

MON/ March 1

Have Read: 1) A&B Chapter 19.

Have Written: 1) WN# Notes for Mandatory Conference.

WED/ March 3

Mandatory Conferences

FRI/ March 5

Mandatory Conferences

Week Nine

MON/ March 8

Lesson: Annotated Bibliography.

Have Read: 1) A&B Chapter 8. 2) WebCT Essay:

Have Written: 1) **Literacy Narrative Paper Due**

WED/ March 10 – **Library Day**

Lesson: Informative Essay

Have Read: 1) A&B Chapter 9. 2) LBH pages 196-215.

Have Written: 1) WN#

FRI/ March 12

Lesson: Analyzing Field Research Data

Have Read: 1) A&B Chapter 10. 2) TCR pages 62-65.

Have Written: 1) WN#

Week Ten

SPRING BREAK MARCH 15-19

Week Eleven

MON/ March 22

Lesson: Asking Questions, Finding Sources.

Have Read: 1) A&B Chapter 13 & 20. 2) TCR pages 348-352.

Have Written: 1) WN#

WED/ March 24

Lesson: Making an Evaluation.

Have Read: 1) A&B Chapter 14 & 15. 2) LBH pages 196-215. 3) TCR pages 226-232.

Have Written: 1) WN#

FRI/ March 26

Lesson: Proposing a Solution & Composing & Revising

Have Read: 1) Chapter 16 & 18. 2) TCR pages 478-480.

Have Written: 1) WN#

Week Twelve

MON/ March 29

Mandatory Conferences

WED/ March 31

Mandatory Conferences

FRI/ April 2

Have Written: Annotated Bibliography Due

Week Thirteen

MON/ April 5

Lesson: Evaluating Sources.

Have Read: 1) A&B Chapter 21. 2) LBH pages 589-625.

Have Written: 1) WN#

WED/ April 7

Lesson: Incorporating Sources.

Have Read: 1) A&B Chapter 22. 2) LBH pages 561-588.

Have Written: 1) WN#

FRI/ April 9

Lesson: Citing and Documenting Sources.

Have Read: 1) A&B Chapter 23. 2) LBH pages 644-690.

Have Written: 1) WN#

Week Fourteen

MON/ April 12

Have Read: 1) A&B Chapter 24.

WED/ April 14

Lesson: Peer Review

Have Written: 1) Paper for Peer Review - 5% of paper's final grade

FRI/ April 16

Lesson: Peer Review

Have Written: 1) Paper for Peer Review - 5% of paper's final grade

Week Fifteen

MON/ April 19

Lesson: Last Rewrites Possibilities & Questions

Have Read: 2) A&B Chapter 25.

WED/ April 21

Have Written: 1) Researched Academic Argument Paper Due

FRI/ April 23

Lesson: Semester Review

Week Sixteen

MON/ April 26

Lesson: Semester Review. Grade Calculations.

WED/ April 28

Lesson: Review for Reflective Essay.

FRI/ April 30

Reflective Essay Due

Week Seventeen

FINAL EXAMS: No final exams for English 1001G.